

MIDCAREER COURSE NO. 16
COURSE REPORT

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Midcareer Executive Development Course No. 16 (OTR #4-68)

Course Report

Opening and Closing Speakers

Admiral Taylor began the 16th running of the Midcareer Executive Development Course on 24 April with a talk touching on many aspects of the Agency including one of his favorite topics, "tribalism." It was an excellent beginning. Six weeks later the Director concluded the session by talking about topics of primary interest to the class as evoked from their questions.

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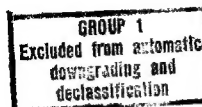
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Class Quality

The class profile of #16 indicates 1 - GS-12, 24 - GS-13s and 9 - GS-14s. The average age was 40.9, the age range-33 to 50 and the average grade 13.2. The only significant figure seems to be the return to a large majority of GS-13s compared to previous groups.

The class was really no different from previous groups. Like the others they quickly established an "esprit" and remained enthusiastic and live the whole six weeks. One subjective judgment I must make, however, is that this class probably had more non-participants than predecessor groups. This is purely a visceral feeling based on an impression gained from attending all the lectures. It is my opinion that the group leaders were as numerous and as active as those in my previous experience. I don't correlate this with any elements of the class profile but attribute it solely to the "luck of the draw."

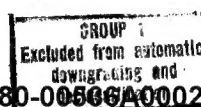
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it: "Without doubt, this course represents the best integrated Agency training I have experienced." The students also voiced their appreciation and the value to them of the opportunity for personal contact with officers from other components over an extended period of time.

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Student critiques of the Grid portion of the course were highly favorable. In general the students felt that they profited greatly by this exploration into their own personal style and behavior, both as an individual and as a member of a group. Of value also was the opportunity to observe and analyze inter-personal relationships within a group. The students all felt that the Grid should remain at the beginning of the course and continue to be presented [REDACTED]

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Several students also recommended that the Advanced Management Planning Course be scheduled as soon as possible after the Grid for maximum impact.

Phase II

The students almost unanimously described Phase II as the most useful, informative and pertinent part of the course. Although most of the speakers were very well received, individual student reactions to the presentations varied considerably as in previous runnings. Indeed, some students would surely find something to criticize about "The Second Coming." In general, students tended to be most critical of speakers from their own components. The great majority of the students, however, felt that Phase II was well organized, well paced and generally well balanced.

This was the second running of the MEDC in which all the presentations of the major components were scheduled together as units, with either a Deputy Director or his Assistant Deputy leading off for his component. This course format, in particular, increased student

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The following were the most enthusiastically received speakers in this phase: Messrs. [redacted] and company, [redacted] Lundahl, Bannerman, Wattles and Karamessines.

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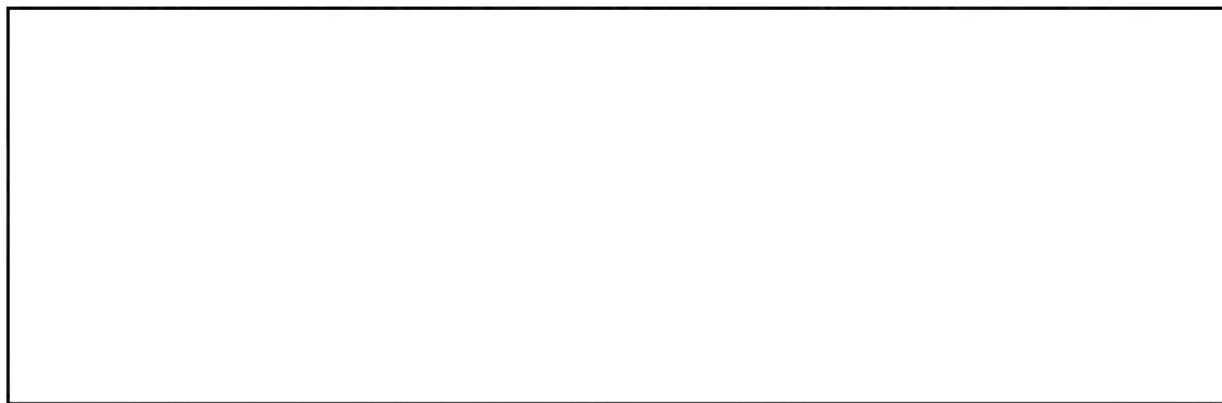
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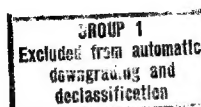
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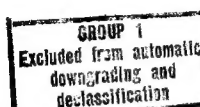


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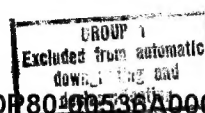
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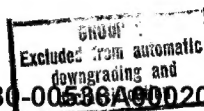
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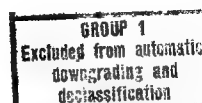
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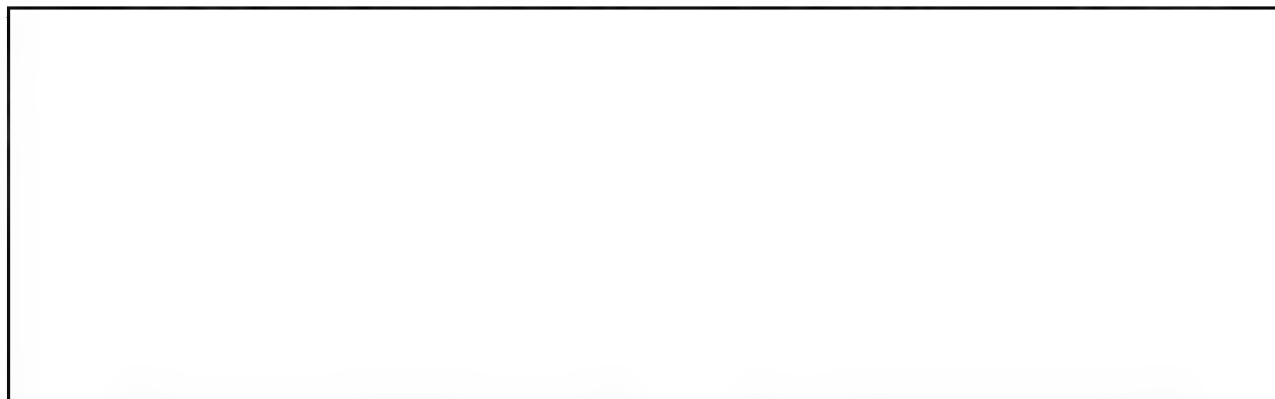
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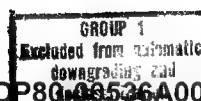
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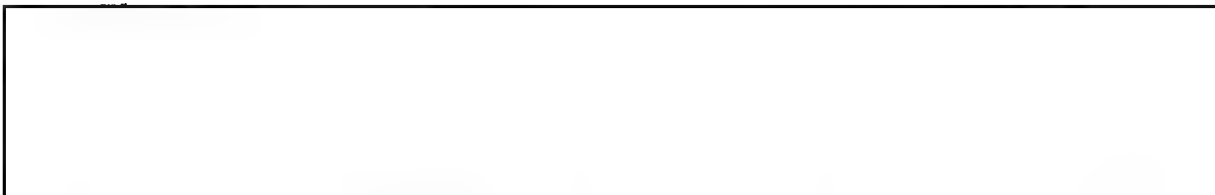
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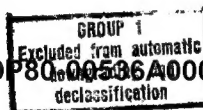
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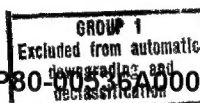
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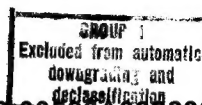
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Starting in the second week of the course and continuing throughout were individual presentations delivered by the students. The students select a subject associated with their job or some unusual experience in the Agency of particular interest and speak for 20 - 30 minutes each. This continues to be one of the most highly appreciated and best regarded features of the entire course.

Miscellany

A number of students were critical of SAC and NORAD briefers for their lack of candor and because they, in some instances, were "huckstering" their programs. The criticisms are valid to a degree, but I see no likelihood of these installations changing their briefing approach regardless of our special clearances or because of the Agency's particular relationship. I feel a student gains more from his overall impression of these installations than from the specific substantive knowledge acquired. This is really the value of these visits and the discerning individuals do acquire useful and useable impressions. None of our group could fault any of the installations for their hospitality and arrangements. The group enjoyed helicopter rides and sightseeing bus trips. The trip is very worthwhile substantively, and it serves, beyond its impressive display of physical plant and facilities, to elevate in the students' minds the sophistication that inheres in the Agency's own "paper world" of "gut briefings" on intelligence trends.

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